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ABSTRACT

GRADES OR AGES: K-3. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections, one for each grade. Each section is further subdivided into several units. All sections are in list form. The guide is offset printed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the program are outlined in an introductory section. Specific objectives are listed at the beginning of each unit. These objectives include skills, concepts, and attitudes. This list is followed by a content outline of topics and subtopics. About half of the units also include a short list of related activities for each topic. INSTRUCTIONAL MATERIALS: An appendix contains a short annotated bibliography of books, pamphlets, and periodicals, and a list of sources of films, filmstrips, records, and tapes. STUDENT ASSESSMENT: A short list of possible evaluation methods is included. (RT)

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Grades K-3

curriculum guide in social studies

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How to Use This Bulletin

This bulletin is designed to be useful to teachers as they outline courses and daily lesson plans. No attempt has been made to plan in detail for a teacher. He may choose what he wishes and use it in the manner he finds best suited to the needs of his pupils. Many teachers will find nothing new in this bulletin. Others, we hope, will find it to be a useful guide.

An effort has been made to acquaint the teacher with the use of generalizations as an aid to teaching pupils to think. The revolution in teaching Social Studies is no less than the revolution in teaching mathematics. No longer can a teacher teach only the facts. When he has taught the facts, he has done only a part of the job. After teaching a student how to *use* the facts, how to verify a statement by the use of facts is the other part of the job. This is where the use of teaching pupils how to form a generalization or a conclusion (and to analyze the data or facts which support it) becomes the means by which the art of thinking is taught. Generalizations may also be used as objectives for lessons or units to be examined in the light of facts at hand. Always the student should be made aware that an open mind seeks new evidence as time goes on, so that the generalization may be eventually strengthened or discarded as false. No attempt has been made in this publication to formulate the most important generalizations for a unit. The ones offered are merely examples of how a teacher can formulate them for his own purposes of teaching. Nor are they offered as the only means to develop thinking. They are, however, a very effective method.

The *Content Outlines* are made in detail and in such number that teachers will probably not be able to find time to use all of them. Here again the teacher is at liberty to choose whatever he has time for and to consider the important topics at the moment.

The *Reflective Questions,* like the generalizations, are offered only as suggestions with no attempt to make them

the most important questions that should be asked on a certain unit. Some of them will be more provocative than others. But all should provoke reflection, require some analysis of data or facts, and enable the student to form some conclusions.

Any textbook can be used with the units in this bulletin. It will require some planning and selection on what chapters or sections of chapters to use. It is also hoped that many other materials—pamphlets, paperbacks, other books, magazines and newspapers—will also be used in addition to a text. No student should finish a course thinking that the contents of one book provide the only source of information. In the comparison of data and establishment of the reliability or authority of an author, a student can come to judge what is truth and what may be the bias of one individual. He will thus be better prepared to question, sift evidence, and come to valid conclusions.

The section on *Evaluation* is valuable as a source of suggestions for testing students' progress in learning how to think, and in the knowledge of factual information. Enough guide lines are given so that the teacher can construct his own tests as best fit his needs.

Many teachers will need to revise their method of teaching. It will require much planning and effort, but the reward of better planning should be better teaching. Many teachers will not need to use the suggestions herein, for they already have acquired the skill of teaching students to think. If this revision of curriculum and method succeeds in teaching students some of the answers to the question, "Who is man?" and some of the possible answers to man's most persistent problems, it will not have been done in vain. Better social studies teaching and learning in Indiana are its aims.

The Orientation Statement

This statement serves as an excellent yardstick for measuring the validity of the claim of any portion of content for inclusion in our recommended guide. It serves equally well in measuring the validity of content now in social studies programs as far as retention of that content in the new curriculum is concerned. In short, all content must fall within the framework of the *Orientation Statement,* before it is included as a part of the recommended guide. The Committee feels that social studies programs built upon the *Orientation Statement* will better endow graduating seniors with an understanding of the social, political, and economic realities around them and with the capacity to deal with those realities objectively and competently.

The *Orientation Statement* consists of a series of basic questions which the student may be expected to encounter, understand, and answer with an increased degree of insight. Since the questions are fundamental, answers to them require a continuous search for the truth, suggesting caution in accepting final answers to important questions. It is, however, a sound practice in American education to engage young people in a search for answers to significant questions, even though definitive answers to such fundamental questions are not readily available.

We recognize, also, that there are factors which limit the extent to which students might examine the questions suggested by the *Orientation Statement.* One such factor is that of instructional time. Even with a kindergarten through grade twelve requirement in social studies, the time for penetrating study of all suggested questions is limited. Levels of maturity and range of academic ability of even senior high students also impose limitations. The concern, however, is that students be engaged in important study, even though it be somewhat restricted.

Orientation for the Social Studies

Introduction

Structure for the social studies is suggested by questions about man, how he attempts to meet his needs, how his efforts are affected by factors sometimes within his control—sometimes not—and problems that have always made his life more difficult.

Pupils at every grade level should have the opportunity to study material which will help them to understand these basic questions and to make relevant judgments about "how" and "why" and "where from here." They should be encouraged to evaluate the effectiveness of man's efforts to meet his needs and to solve his problems. Quite obviously, pupils at various age levels will deal with these questions with varying degrees of sophistication. It is also assumed that some questions will be emphasized more at some grade levels than at others.

The questions of fact which make up the basic structure do not predetermine specific content. Content which is most appropriate for each age group, which is likely to be most useful in helping pupils to think reflectively, which will foster the development of valid concepts and beliefs, and which will contribute to an accurate view of man's experience should be selected.

Who is man?

1. What knowledge have we concerning man's origin and early development?
2. How and why did man migrate to all parts of the world and how does this migration affect his physical, social and emotional characteristics?
3. What are the factors which influence the development of personality?
4. What have been man's goals, needs and drives? Is there a "universal human nature"?
5. In what ways has man viewed his place in the universe? How has he chosen to express his views?

What arrangements has man made to meet his needs and desires?

1. What are the non-governmental means by which society regulates the behavior of its members?
2. What governmental arrangements has he used?
3. What economic systems has he devised?
4. What are the institutions that man has created in order to further his ends?

What factors beyond the immediate control of man have influenced his behavior?

1. How has man's behavior been shaped by his biological nature?
2. What are the geographic conditions which have influenced the nature of man's institutions, his physical and emotional make-up, and how he lives?
3. What has been the influence of man's cultural environment?

What effect does learning have upon the directions man takes and the changes he has made in his culture?

1. What part have ideas played in determining man's direction and destiny?
2. How has the general level of education affected man's institutions, values, aspirations, etc.?
3. How has science and technology, with man's increasing control of the universe, affected his way of living, goals, political arrangements, degree of interdependence, etc.?

What are the persistent problems man has faced in his efforts to satisfy his needs and aspirations?

1. Resolving conflicts of interest—personal, inter-group, international.
2. Subduing the (seemingly) unfriendly aspects of the environment—disease, natural barriers, uneven distribution of resources, etc.
3. Finding ways to close the gap between "unlimited wants and limited resources."
4. Extending the use of rational means for solving problems in whatever areas problems exist.
5. Developing a philosophy and a way of life that provides incentive and drive to discover, to improve, to grow,

but at the same time calls for respect for the worth and the rights of all people, and which also holds possibilities for the release and use of the creative efforts of all.

6. Curbing the aggressive behavior of individuals and groups and nations who seek to impose their will upon others by pressure or force.
7. Developing the understanding that all aspects of any culture must be viewed in relation to the total culture.
8. Developing an understanding and a feeling of empathy for cultures and sub-cultures of other people.
9. Recognizing the need for and the inevitability of change, timing and executing change in such a way that the best traditions of the past will be retained and integrated with the new.
10. Devising institutions and arrangements that combine the need for order with the desire for maximum individual liberty.
11. Choosing leadership, both formal and informal, which is best qualified to lead in a given situation.
12. Meeting the problems of social dislocations that result from technological change.

Application of Orientation Statement. More specifically and precisely, how is the *Orientation Statement* used? It serves as a yardstick for measuring the merit of proposed content. One step intervenes, however, before the content itself is selected. This intervening step concerns the selection of generalizations that relate to and support the *Orientation Statement.* To say this in another way, the *Orientation Statement* is used to screen and select generalizations. Such generalizations should not be regarded as final truths, but as tentative statements that explain important data.

Use of Generalizations

As a concrete illustration of the use of the *Orientation Statement* and generalizations for selecting content, consider the following:

"All of man's social institutions are influenced by geography."

It is now necessary to consider this question: Is this statement a generalization? That is, does it validly explain data or specific facts regarding man's social institutions and geography as well as the relationship between the two?

It would seem that the statement could be accepted as a generalization, at least tentatively, because it is derived inductively from a number of specific examples. For instance, the institution of government was developed early in the river valley civilizations. This development and the nature of the political institutions created were influenced by the geography of the river valleys. That geography enabled relatively large numbers of persons to live in close proximity; control of river flooding and irrigation made some group control necessary; and the group controls that were developed in many cases were related to this need. Likewise, the political institutions developed in the Greek city-states were limited initially to a very small area, primarily because the geography of the region made travel impossible.

The presence of natural resources, which are an aspect of geography, influenced the economic institutions of man from Biblical times or earlier to the present. The cedars of Lebanon affected the economy of these early peoples. The iron and coal deposits in central Europe still affect the economies of European countries.

In Nigeria the religious institutions have been influenced appreciably by geography, in that the Muslim religion is the dominant faith in northern Nigeria. This result followed because the horse-riding followers of Islam were able to penetrate the Nigerian area only to the forest areas. Where transportation by horse was not feasible, in this selected instance, they were not able to extend their religious influence.

In short, the generalization under study has been derived inductively from facts and events similar to those previously described:

> Men found that group living in congested river valleys made government necessary and the government they created met specific needs arising out of their river valley geography.
>
> The geography of Greece made distant travel difficult in ancient times; thus the governmental units the early Greeks created were limited to a local geographic area.
>
> Cedars grew in ancient Lebanon and iron and coal are found in central Europe. In both cases, these natural resources—an aspect of geography—affected the economic institution man developed in the respective geographic areas.

> The forest line in the northern portion of Nigeria stopped the horse-riding spreaders of the Muslim faith. As a result, the religious institutions man developed in the plains area, in this specific instance, differed from that developed in the forest of southern areas.

What general statement adequately and accurately encompasses data of this type? Evidence of this type seems to support the generalization under scrutiny that: "All of man's *social institutions are influenced by geography.*"

Two things should be kept in mind at this point. First, much more supporting evidence of a generalization must be sought than the few samples of such evidence as listed above. Time and space considerations limit those listed. Second, as supporting evidence is sought, *so should damaging evidence be sought.* This objective search for all evidence, both damaging and supporting, is what has advanced human knowledge and understanding. Students should be rigorously trained to approach their study in the same manner.

Why bother with supporting and damaging evidence? Why not teach the generalization directly? This question comes to the mind of many social studies teachers as they are pressed to cover more and more content. The answer to that question is simple and definitive. Our objective is not rote memorization of ideas others have gained, but a true understanding of those ideas. This understanding cannot be attained unless the learner has some knowledge of the derivation of the idea and some facts or evidence marshalled in its support. The ability to explain an idea and the ability to support it are perhaps as important as "believing" it. It is certainly true that deep commitment to any value or proposition is obtained only when the learner is convinced himself of its validity. This conviction arises out of an understanding of the facts or evidence supporting the value or idea in question.

Freedom to Teach and to Learn

The maintenance of intellectual freedom in American schools is essential to effective instruction in the social studies. Two major related elements are present in the practice of intellectual freedom: freedom of teaching and freedom of learning.

For many years the American public and educators have accepted without qualification the proposition that students, as future citizens, need to develop skill in making sound decisions. To remove controversial books from libraries, impose arbitrary censorship on instructional materials, or insist that one special interest group has a monopoly on the truth would reduce the freedom of the students and cripple their decision-making powers. Sound decisions can be reached only if both the student and teacher have an opportunity to examine divergent views concerning persistent issues, for the truth is not easily found in serious social problems. If the teacher is forbidden to talk about certain vital topics in the classroom on the grounds that it may offend some person or group, one major aim of education—the development of a dedicated, enlightened citizenry—is distorted. It follows then that the conservation of the American heritage—indeed the Western heritage—is dependent upon the free exchange of ideas. A loyalty based on reason and careful inquiry is the most enduring commitment. As John Milton argued in the immortal *Areopagitica* (the classic defense of freedom of thought in the West) : "A man who believes because he is told to believe and knows no other reason for doing so, is essentially a heretic unto the truth, even though his belief be true, yet the very truth he holds becomes his heresy."[1] Milton's declaration has been supported by careful research in the social sciences during the last few decades. Wrote one distinguished American scholar of anthropology: "A sound culture must live, that is develop, change, re-adjust. This implies the existence of an independent spirit, or a critical intelligence, and an emotional life which has a wide scope in choice and range, that is, a wide scope of freedom."[2]

In a totalitarian society textbooks are written and frequently revised to conform to the prevailing "party line" while teachers and students are systematically indoctrinated with those ideas or goals endorsed by the state or the ruling elite. Intellectual freedom, with its emphasis on respect for the integrity of the individual, is therefore meaningless in either a communist or fascist culture. Intellectual freedom is not, however, an unbounded liberty or inviolable doctrine.

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[1] Spitz, David, "Milton's Testament," *Antioch Review*, 13:290-302.
[2] Malinowski, Bronislaw, *Freedom and Civilization*, p. 326, Indiana University Press, 160.

Teachers must exercise professional judgment concerning the relevance of issues, the maturity of students and the goals of instruction.

In the last analysis the case for the educative use of controversy rests on the propositions:

1. Controversy is inevitable in a democratic pluralistic society.
2. Controversial issues encompass both the needs of society and the individual, thus providing a significant motivational force.
3. A dynamic, complex culture which is uncriticized perpetuates contradictions and conflicts.
4. Judicious, objective treatment of sharply opposing ideas in an atmosphere which emphasizes the rules of logic and critical inquiry is indispensable to the creative resolution of conflict—an essential step in the preservation and improvement of what historians and philosophers have called the "American Way."

Goals and Learning Theory

Early in their deliberations, the members of the Committee felt the need to make explicit their conceptions of the general aims of the social studies, philosophy and principles of learning which give direction to the process of instruction. After extensive inquiry and discussion, the statements contained in the following paragraphs were adopted.

General Aims of the Social Studies

1. To involve the pupil in an investigation of a vast reservoir of significant knowledge in the social sciences with a view to the development of insights and understandings of man's persistent problems.
2. To develop desirable study and research techniques that will enable him to gather and organize data and to communicate effectively the results of his research.
3. To aid the pupil in developing a sufficiently comprehensive set of tested ideas, beliefs, and values which he

is able to use in making practical decisions in public and private affairs. Prominent among these ideas, beliefs, and values are:

a. An understanding of and a reasoned faith in American democracy.
b. An appreciation of our own culture and cultures of other countries.
c. A respect and appreciation for the worth and dignity of every individual without prejudice against any race, creed, or ethnic difference.
d. A commitment to the preservation of the rights, privileges, and responsibilities of free men.
e. An understanding of the nature of totalitarian techniques and ideologies which oppose democratic beliefs.
f. A realization that we live in a dynamic society and that we must learn to recognize the need for change, to initiate it, and to adjust to it or modify it according to our American values.
g. An understanding of man's increasing control over the forces of nature as a major factor in accounting for the ways in which he lives and an acceptance of responsibility for controlling these forces.
h. An understanding of the interdependencies among individuals, societies, regions, and nations.

Statements Relative To Learning

1. Learning is greatly facilitated when pupils have clearly understood purposes and the desire to learn.
2. Learning experiences become more effective when organized around generalizations and their interrelationships.
3. Opportunities to generalize facilitate learning and improve retention.
4. Relating new information to past learnings and anticipating other uses for information help pupils grasp and retain learning for a greater length of time.
5. Learning is evidenced in the drawing of valid generalizations:
   a. Teaching toward or from generalizations insures more effective learning than teaching toward the accumulation of facts.

b. Isolated facts are significant only so long as they contribute to the mastery of a concept.
c. People learn by advancing from established concepts to abstract generalizations.

6. Pupils learn more when individual differences are recognized and when learning experiences are planned with reference to the maturity, abilities, interests and previous experiences of each pupil.
7. Learning is facilitated and more nearly permanent when the learners are aware of the worth of what is learned and participate in the determination of the immediate goals.
8. Pupils learn most effectively when learning experiences are arranged in a simple to complex sequence.
9. The quality of learning is increased when emphasis is placed on discovery, problem solving, critical thinking, and creative expression.
10. Learning under intrinsic motivation is preferable to learning under extrinsic motivation.
11. The transfer of learning is improved when pupils discover relationships to former learnings, and when they apply the principles derived from these relationships to a variety of situations.
12. Learning is fostered by a school situation in which there is conscious effort to develop the rational powers of the pupils, and where the faculty respects thought, rewarding its pupils for progress toward the goals that it values.

KINDERGARTEN

Theme: Living and Working Together

UNIT ONE

Living and Working With Other Children

Generalizations:

- △ The success of our group depends upon the cooperation of each one of us.
- △ Whenever we are in a group we must follow certain rules.
- △ We must learn to work and play well with others.
- △ We must accept responsibility for our actions.
- △ We should listen to the ideas of others.
- △ All children are alike in some ways, and different in some ways.

Content

Topic I.

Who are the children in our room?

A. How many children do you know?
   1. What are their names?
   2. Where do they live?

B. How many children do you not know?
   1. How can we get acquainted?
   2. Do we live near one another?

Topic II.

How can we learn more about one another?

A. What pets and toys do we like best?
B. What games do we like to play?
C. What places have we visited?
D. What songs, rhymes, and stories do we know?
E. What experiences would we like to tell others?

Topic III.

What are our responsibilities to one another?

A. How do we cooperate in group activities?
B. How can we take care of ourselves?
C. In what ways can we be courteous and thoughtful?

Topic IV.

What are our responsibilities in the classroom?

A. How do we care for materials and equipment?
B. What is our part in the housekeeping duties?

Topic V.

What are our responsibilities on the playground?

A. How do we use the equipment safely?
B. In what ways must we be considerate and friendly?

UNIT TWO

Living and Working in Our School

Generalizations:

△ Schools are important to us and to our country.
△ Going to school can help us live better.
△ Our school has rules for our health and safety.
△ There are many people in our school who help us learn.
△ We should be proud of our school.
△ We should try to do our best.

Content

Topic I.

What is a safe way to get to and from school?

A. How do we come to school?
   1. How do we observe traffic rules?
   2. What respect do we show our traffic authorities?
   3. How do we conduct ourselves in a car or bus?

B. Where and how do we enter and leave the building?

Topic II.

Who are our school personnel and what are their roles?

A. What are the responsibilities of the teacher?
B. Who is the principal and what are his responsibilities?
C. What are the duties of the custodian and matron?
D. How does the nurse help us?
E. Are there others who help us?

Topic III.

What rooms are in our building and where are they located?

A. Where do we find the special rooms? the principal's office? the secretary's office? the first aid room? the cafeteria? the gymnasium? the library? the restrooms?
B. Which rooms will we use?

Topic IV.

How can we help our school and how does our school help us?

A. Do we respect and obey school regulations?
B. Do we set a good example for others?
C. Do we have pride in our school?
D. Are we thrifty in the use of school materials and supplies?
E. Why do we have safety drills?
   1. How do we observe the fire drill rules?
   2. How do we observe disaster drills?
F. Why do we go to school?

UNIT THREE

Living and Working With Our Family

Generalizations:

- △ All families are alike in some ways and different in some ways.
- △ Our family gives us food, clothing, and shelter.
- △ Families help us learn many things.
- △ We have responsibilities to others in our family?

Content

Topic I.

What constitutes a family?

A. Who are the members of your family?
B. What members of the family live in your house?

Topic II.

What are the roles and responsibilities of each member of your family?

A. How does your father help your family?
   1. What does he do at home?
   2. What does he do away from home?
B. How does your mother help your family?
   1. What does she do at home?
   2. What does she do away from home?
C. How do you help at home?
D. How do other members of the family help?

Topic III.

Where do families live?

A. Do we live in the country? a small town? a suburb? a city?
B. Do you live in a trailer? a house? an apartment?

Topic IV.

How does your family work and play together?

A. How do we play together?
   1. What are your favorite sports?
   2. What games do you like best?
   3. Does your family have any hobbies?
B. How do you work together?
C. Do you travel together?

UNIT FOUR

Living in Our Country

(an example of a developed unit)

Introduction:

This unit is presented with the purpose of enlarging the young child's ideas concerning his country, introducing initial concepts of time and space, and developing an awareness of the inter-relatedness of people.

In addition, the kindergarten child begins to understand and appreciate his American heritage. He begins to appraise and feel a part of the traditions and celebrations. Groundwork is being laid for gaining knowledge and respect for patriotic symbols.

Objectives:

....to develop a love and respect for our American way of life
....to give children some factual knowledge and understanding of our country and its flag
....to stimulate an interest and satisfy curiosity about the various methods of transportation which the child sees about him in his everyday life
....to develop an appreciation for and an understanding of the many people required to keep the various methods of transportation in operation
....to awaken an interest in the world about him by means of the spoken and written word
....to develop an understanding of the contributions of the Pilgrims and Indians to early American culture
....to help children enjoy participation in a traditional celebration
....to introduce concepts of time and space
....to help the child distinguish between real and make-believe
....to expand vocabulary through guided discussions
....to promote listening skills and responsibilities
....to teach a child to evaluate his work by taking a critical look at the finished product

Generalizations:

△ We should be proud of our country, its early leaders, and its flag.

△ Many people work to help us get our food, clothing, and shelter.
△ There are many ways to learn things.
△ Many things happened a long time ago, many things are happening now, and many things will happen in the future.
△ Many things are close to us, and many things are far away.
△ When we do our best, we help ourselves and others.
△ There are many different people in our country and many ways of doing things.
△ We should try to be good citizens at all times.

Content

Topic I.

What can we learn about our country's flag?

A. What is the name of our country?
B. How do we recognize our flag?
C. How should we care for our flag?
D. How and why do we show loyalty to our country?
   1. How and why do we salute the flag?
   2. What is the meaning of the Pledge of Allegiance?

Topic II.

What can we learn about our country of today and long ago?

A. Why do we observe Thanksgiving?
   1. For what are we thankful?
   2. In what ways do we express our thankfulness?
   3. How do you observe Thanksgiving in your home?
B. Who were the Pilgrims and why did they come to America?
   1. In what kind of homes did they live?
   2. How did they dress?
   3. What foods did they eat?
C. Who were the Indians?
   1. In what kind of homes did they live?
   2. How did they dress?
   3. What foods did they eat?
   4. What were their arts and crafts?
   5. What were their means of transportation and communication?

Topic III.

Who are some great men who have helped our country?

A. Who was our first president?
   1. Why was he chosen?
      a. How did he show his ability as a leader?
      b. How did he show his loyalty for our country?
         (brave soldier, leader . . .)
   2. Why did he think our country needed a flag?
   3. How do we honor him?
      (capital, cities, streets, monuments . . .)
      a. When do we observe his birthday?
      b. Why is he known as "The Father of His Country?"

B. Who was Abraham Lincoln?
   1. How was his childhood like that of children we know? How different?
   2. What experiences helped him build a strong character?
      (home life, self-education, hard work . . .)
   3. How do we honor him?
      (cities, streets, schools, monuments, . . .)
      a. When de we observe his birthday?
      b. Why is he known as "Honest Abe?"

Topic IV.

What can we learn about our country through a study of our transportation and communication?

A. How do we travel by land?
   1. What types of cars are used?
      (automobiles, taxis, jeeps, ambulances, . . .)
   2. What kinds of trucks help us?
      (gasoline, fire, moving vans, tow, semi, . . .)
   3. What kinds of buses are there?
      (commuter, city, double-deck, school, . . .)
   4. What are the types of trains?
      a. What kinds of trains carry people?
         (1) What parts make up a passenger train?
             (engine, baggage, mail cars, coach, . . .)
         (2) How are these trains used?
      b. What kind of trains carry goods?

(1) What parts make up a freight train?
(engine, box car, caboose, tank car, . . .)
(2) How are these trains used?

5. Who operates and maintains the land transportation?
(drivers, mechanics, gasoline station attendant, road crews, conductor, engineer, station master, . . .)

B. How do we travel by air?

1. What types of air travel do we use?
(propeller type, jet, helicopter, spaceship, . . .)
2. Who operates and maintains air transportation?
(pilot, control tower man, astronaut, navigator, stewardesses, . . .)

D. What means of communication do we use?

1. How do we communicate with one another?
(speaking, writing, reading, . . .)
2. What devices help us communicate?
(telephone, tape recorder, television, traffic signals, . . .)

Topic V.

What other special events and holidays do we observe?

A. Why do we observe these holidays?
B. When do we observe these holidays?
C. How do we observe these holidays?
Suggested Days:

Hallowe'en	St. Patrick's Day
Thanksgiving	Easter
Christmas	May Day
Lincoln's Birthday	Mother's Day
Washington's Birthday	Memorial Day

Developing Skills Through Activities

Suggestions for Topic I: Learn the Pledge of Allegiance and its meaning

I pledge allegiance to the flag of the United States of America.
(This means I promise to be loyal to the American flag.)
And to the Republic for which it stands,
(Our country is a Republic because it is ruled by the people.)
One nation under God, indivisible,

(The people of our nation believe in God. If we work together to protect it, it cannot be divided by enemies.)
With liberty and justice for all.
(Our country promises freedom and fairness to all its people.)

Make flags out of construction paper.

Suggestions for Topic II:

Make Thanksgiving placemats and plan an imaginary Thanksgiving dinner.

Have children make individual feathers to place on large turkey (use newsprint, colored magazine ads . .).

Make finger turkeys (use thumb as head and outstretched fingers as tail).

Make Indian necklaces, teepees, armbands, headdresses, tom-toms out of oatmeal boxes, and Indian costumes out of paper sacks.

Color stick macaroni with water colors, break into pieces and string for jewelry, using dried seeds and pods for ornaments.

Make "Thank You" pictures, mural, or booklet.

Pop corn, churn butter . .

Suggestions for Topic III:

Dramatize Indian stories.

Cut out silhouettes of Washington and Lincoln and paste on white paper with a border of red and blue.

Make log cabins of Lincoln logs, construction paper, or corrugated paper.

Make stovepipe or three-cornered hats for Washington's and Lincoln's birthdays.

Suggestions for Topic IV:

Use rhythms and rhythm instruments to illustrate sounds of travel.

Imitate various kinds of vehicles to music.
Draw pictures of travel vehicles out of crayons, tempera, chalk, or finger paint.

Make travel vehicles from boxes, cartons, containers, and wood.

Encourage children to use large blocks and supplementary materials to act out transportation in connection with play areas and housekeeping corner.

Let children make can or box telephone.
Using sound effect records, let the children listen and learn how sounds are also one way to communicate.

Let children play the whisper game to show how a story can change when it is told from one person to another. (Show that this is one way stories were often misunderstood and changed before they were recorded in some way.)

Suggestions for Topic V:

Make Christmas stocking of construction paper with cotton trimming and toys pasted in top.

Cut twelve colored drinking straws into three parts, bunch together, and tie very tightly in the middle with fine wire to make an attractive pom-pom.

Decorate sacks for Valentine exchange.
Make valentine crowns to wear to a party.

Make green shamrock head bands or hats to wear on St. Patrick's Day.

Make people out of large shamrocks.

Draw chalk rabbits on wet construction paper and paste on cotton tail.

Plant seeds several weeks in advance of Mother's Day.

Each child enamel a juice can, decorate a paper cup or cottage cheese carton in which to put his plant.

Make a bud vase by putting a tooth brush container into a ball of clay. Allow to harden and paint. Test tubes may also be used.

Teaching Techniques:

Encourage discussion of current events which are meaningful to the children.

Develop a meaningful vocabulary for each topic in the unit.

Use bulletin boards to provide visual impact. Encourage child participation in planning and bringing pictures, clippings, and other applicable materials.

Read stories and poems pertinent to the content of the unit.

Use audiovisual aids relevant to the unit.

Guide the children in dramatization and role-playing.

Plan purposeful field trips with the children.

Use a camera in the room to illustrate how finished pictures can tell a story or an experience.

Using tape recorder, let children listen to the sound of their own voices.

Correlate with sounds of transportation and communication.

Evaluation

—has the unit broadened the child's interest and familiarized him with his country and its flag?

—has he an initial appreciation and understanding of our holidays and traditions?

—has he gained an awareness of many of the jobs required to operate and maintain our country?

—has he developed a keener understanding of interdependence?

—has he gained a vocabulary of valuable words and terms?

—has his imagination been stimulated enough to encourage dramatization and role-playing?

Resource Materials:

(See the General Bibliography for sources to aid in the selection of books, films, filmstrips, recordings and other teaching materials)

FIRST GRADE

Theme: Living and Working Together
In Homes and Schools

UNIT ONE

Living and Working in Our School

(This unit might be considered an orientation unit in systems where children have attended kindergarten. Where no kindergartens are available, first grade teachers may wish to refer to Units I and II of the kindergarten curriculum.)

Generalizations:

- △ We need to learn to work with other people.
- △ There are many people in our schools who help us learn.
- △ We have certain rights and certain responsibilities.
- △ We can help make some decisions, but we should think carefully before we decide.
- △ We cannot always do what we want to do.
- △ We need rules for our health and safety.
- △ Each of us can help in some way.

Content

Topic I.

How do we live together at school?

A. How shall we plan to:
   1. Use the drinking fountains?
   2. Use the bathroom facilities?
   3. Move to the cafeteria, bus, playground, or other parts of the school?

B. What classroom helpers do we need?
   1. How shall we select them?
   2. What shall be the duties of each?
C. What are good school manners?
   1. How can we be good listeners?
   2. When do we talk?
   3. What other rules of courtesy should we follow?

Topic II.

How do we work together at school?

A. Who are the workers in our school?
B. How can we make good use of our time?
   1. Why must we learn to follow directions?
   2. How do we work independently?

Topic III.

How do we learn together at school?

A. From what sources do we get information?
   1. How do we use books?
   2. What audiovisual materials can we use?
   3. How do field trips help us?
   4. What other people in our building can give us information?
   5. What other people in our community can give us information?
   6. How do we share our experiences?
B. How can we help each other learn?
   1. How can each of us make a contribution?
   2. How can we help as a member of a committee?

Topic IV.

How shall we play together at school?

A. What, when, and where shall we play?
B. What rules do we need for play?
   1. Why must we play safely?
   2. When should we play quietly?

UNIT TWO

Families and Homes of Early America

Generalizations:

△ In some ways, we are much like boys and girls of long ago.
△ Food, clothing, and shelter have always been needed.
△ We depend upon one another.
△ We can learn to live in different kinds of places.
△ The early settlers gave us our first ideas of freedom. They were very brave.
△ Many people lived long ago.

Content

Topic I.

How did the Indian families live and work together?

A. What types of homes did the Indians have?
   1. Where did the Indians get the materials for their homes?
   2. How did they build their homes?
   3. Where did they build their homes?
B. What kind of clothing did they wear?
   1. What kinds of materials were used?
   2. How did they make their clothing?
   3. How did their winter clothing differ from their summer clothing?
C. What kind of food did they have?
   1. Where did they get it?
   2. How was it prepared?
D. How did the Indian children get their training?
   1. What things did the Indian children need to know?
   2. Who taught them these things?

Topic II.

How did the early settlers live and work together?

A. What kinds of homes did they have?
   1. Where did they get the materials for their homes?
   2. Why did they build their homes where they did?
   3. How did they build their homes?

4. Where did they get their furniture?
5. How did the children help when a new home was being built?

B. What kinds of clothing did they wear?
1. Where did they get their materials?
2. Who made their clothing?
3. How was the early settlers' clothing different from that of the Indians?
4. Why was clothing so scarce?

C. What foods did they eat?
1. Where did they get their food?
2. How did the children help get food?
3. What did the Indians show the early settlers about crops?

D. How did the family work together?

E. How did the children get their training?
1. What kinds of things did they need to learn?
2. Who taught them these things?
3. Why was it important for them to learn these things?

F. What kinds of things did they do for recreation?

UNIT THREE
Our Families and Homes of Today

Generalizations:

△ Where and when we live helps decide how we live.
△ Families can have fun working and playing together.
△ Our family gives us food, clothing, and shelter.
△ Our families help us learn many things.
△ We have some responsibilities to our family.

Content

Topic I.

What is living in a city home like?

A. What types of homes do families have in the city?
1. What is an apartment? a duplex? a court? a hotel? a motel? a single family dwelling?
2. Why do people live in the city?

B. What do fathers do at home? away from home?
C. What do mothers do at home? away from home?
D. How do children help in a city home?
E. Where do city people get their food, clothing, ...?
F. Where do children play in the city? go to school?
G. What are the advantages and disadvantages of living in this type of home?

Topic II.

What is living in a farm home like?

A. What types of homes do families have on the farm?
   1. What other buildings are found on the farm?
   2. Why do people live on a farm?
B. What do fathers do on the farm? away from home?
C. What do mothers do on the farm? away from home?
D. How do children help on the farm?
E. Does the farmer raise all the food he needs? where does he buy other food and clothing?
F. Where does the farmer sell his products?
G. How do the children play on the farm? go to school?
H. What are the advantages and disadvantages of living in this type of home?

Topic III.

What is living in a suburban home like?

A. What types of homes do families have in the suburbs?
   1. Where do suburban families earn their living?
   2. Why do families choose to live in suburban areas?
B. What do fathers do at home? away from home?
C. What do mothers do at home? away from home?
D. How do children help in the suburban home?
E. Where do suburban families get their food, clothing, . . .?
   1. How is a shopping center like a city?
   2. How do suburban families travel to these centers? to work?
F. Where do children play in the suburbs? go to school?
G. What are the advantages and disadvantages of living in this type of home?

Topic IV.

What is living in a mobile home like?

A. What are the types of mobile homes?
   1. Where are mobile homes located?
   2. Why do families choose to live in mobile homes?
B. What do fathers do at home? away from home?
C. What do mothers do at home? away from home?
D. How do children help in the mobile home?
E. Where do the people who live in mobile homes get their food, clothing, . . .?
F. Where do the children who live in mobile homes play? go to school?
G. What are the advantages and disadvantages of living in this type of home?

Topic V.

How have our families and homes changed since the days of the early settlers?

UNIT FOUR

Families and Homes In Other Parts of the World

(an example of a developed unit)

Introduction:

Through this unit the first grade child is led to understand that families exist all over the world. He recognizes that families have somewhat the same basic needs but that their needs are satisfied in various ways due to the climate and location in which they live.

By introducing simple map and globe skills the teacher helps the child enlarge his knowledge of time and space. The initial concepts of geography are presented at this time.

Through the development of purposeful activities, the child understands that families are interdependent. He begins to understand that his family is a part of a larger social and economic structure.

The geographical area or culture chosen for contrast and comparison with ours may be determined by the group making the study. Care should be taken that this area is not repeated at another grade level.

Objectives:

—to understand that families exist all over the world
—to realize that families have homes with similarities and differences
—to develop a knowledge of various types of homes
—to gain some idea that the type of home may depend on climate, location, and family needs
—to know and respect the differences in ways of living
—to understand that families in other parts of the world do things together as a unit
—to realize that families differ in the ways they nurture their children
—to become conscious that interdependence exists among people
—to arouse and stimulate the art of reflective thinking
—to understand a simplified globe
—to develop within the child a beginning concept of time and space

Generalizations:

△ Where we live helps us decide how we live.
△ Families help children learn many things.
△ Families cannot always do what they want to do.
△ All families need rules for their health and safety.
△ Each member of a family can help in some way.
△ We learn from other people by watching, listening, and imitating.
△ Many people live far away.
△ People are more alike than they are different.
△ Families depend upon one another in many ways.
△ All families need food, clothing, and shelter of some kind.

Content

Topic I.

How can we find where this family lives?

A. How can we find this place on our globe?
   1. What direction is this from our room?
   2. Does this family live far from us?
B. What separates this home from ours?
   1. How can we tell where land and water are on a globe?
   2. How can we tell when we cross rivers or mountains?

C. How would we travel to visit them?
   1. What different ways could we travel?
   2. How long would it take us to reach their home?
D. In what other ways can we learn about this country?
   1. Where can we read more about this country?
   2. How can television and radio help us learn more about this country?

Topic II.

In what kind of home would this family live?

A. How would this home be like ours? different from ours?
   1. What materials are used to build this home? why?
   2. Why does this family live in this type of home?
B. Why are homes important to family living?

Topic III.

How does this family live?

A. Who are the members of this family?
B. What are the duties of the members of the family at home?
   1. How do they work together?
   2. How do the children help in the home?
   3. How do other members of the family help?
C. How do members of this family earn a living?
   1. Do they work outside the home?
   2. How are they paid for their work?
D. How does the family provide for health and safety?
E. Where do the children go to school?
   1. How are their schools like ours?
   2. What do they learn in school?
   3. What language do they speak?
F. How do they worship?
G. How does the climate influence the types of clothing worn?
H. What foods are important? why?

Developing Skills Through Activities

Introduce the globe. Locate where we live and the country to be studied.
Make a chart of the many different kinds of homes.
Build a basic vocabulary of words about homes.

Make a picture dictionary about homes.
Learn songs about homes.
Make models of various types of homes.
Make a mural showing different types of homes.
Construct a table exhibit of various types of homes.
Discuss advantages and disadvantages of living in the different types of homes.
Make dolls like the people who live in the various types of homes.
Dramatize family life in the homes in other parts of the world.
Find pictures and stories about families and homes in many places.
Make a booklet about homes. Write a sentence about each page.

Teaching Techniques

Introduce a simplified globe. Show the class a toy car and compare with a full-sized car or let the child hold a grain of sand and an orange so he can begin to understand size relationship.
Use a flashlight and globe to introduce the concepts of time, space, night and day.
Encourage discussion of current events which are meaningful to the children.
Play records of music typical of other regions of the world.
Invite resource persons to tell about other kinds of families.
Prepare a bulletin board displaying pictures of different types of homes.
Read and display books about different types of homes.
Take a walk noting differences in sizes, shapes, materials, and types of homes.
Show a film or filmstrip about homes.

Evaluation

—has he learned to respect other people in the home and in the school?
—does he understand that interdependence is an integral part of family life?
—does he recognize that all people everywhere have rights and responsibilities?
—does he understand that geographic location and climatic

conditions influence families in their choices?
—does he recognize that families are much alike no matter where they live?
—does he know families live in homes that are constructed in many ways and of varying kinds of materials?
—does he recognize that all families have basic needs?
—does he have an initial concept of freedom?
—can the child evaluate his own growth and accomplishments through discussions of:
In his family, does he—
In his school, does he—
listen?
follow directions?
cooperate?
respect the rights and property of others?
put things away?
behave courteously?

Resource Materials:

(See the General Bibliography for sources to aid in the selection of books, films, filmstrips, recordings, and other teaching materials)

SPECIAL SECTION

Historical Events and Holidays

Historical events and holidays will be observed in the classroom at the discretion of the teacher.

Generalizations:

- △ Some holidays are times to show respect for our American heritage.
- △ We celebrate our special days in certain ways.
- △ Our holidays have been celebrated for a long time.
- △ They were given to us by many different people.

Suggested days:

Citizenship Day
Columbus Day
Hallowe'en
Veteran's Day
Thanksgiving
Christmas

Lincoln's Birthday
Washington's Birthday
St. Patrick's Day
Easter
May Day
Memorial Day

SECOND GRADE

Theme: Living and Working Together
In Neighborhoods

UNIT ONE

Living in Our Neighborhood

(An example of a developed unit)

Introduction:

The seven year old is now ready to become acquainted with his school neighborhood. For this unit, the neighborhood is thought of as the group of people living in a defined elementary school attendance area. Each of these school areas tend to be somewhat different; therefore, the presentation of the unit material should be adapted to the needs of the particular neighborhood. This unit was planned for use early in the fall when it is possible to take many excursions around the neighborhood. In order for children to learn how to interpret the map of the local area, the teacher should direct the map study by providing concrete learning experiences. Cultural features as well as physical features in the environment are studied during the unit.

Objectives:

—to increase the child's understanding that a neighborhood consists of homes, schools, churches, and business places in which a group of people live together and share common interests and needs.

—to develop an interest in the people who live, work, and travel in the neighborhood

—to see the need for working, playing, and living harmoniously with others
—to help the pupil observe, identify, and locate the cultural and physical features in his neighborhood
—to arouse an interest in finding out how the neighborhood is changing
—to help the child orient himself to his environment and use the following directions: north, south, east, west, up, down, left and right.
—to develop an understanding that interdependence is necessary in a neighborhood
—to develop readiness for using maps and globes as sources of information
—to develop the ability to gather information from a variety of sources
—to develop the ability to work independently as well as cooperatively in a group

Generalizations:

△ The cultural groups in our neighborhood help us live better.
△ The physical features in our neighborhood influence the way we live.
△ We have schools to help us learn.
△ Many things can change our neighborhood.
△ People often need to move to new neighborhoods to earn a living.
△ Our homes and our neighborhood can affect the way we live all through our lives.

Content

Topic I.

What is a school neighborhood?

A. Where is our school in our neighborhood?
B. Where do the children live who attend our school?

Topic II.

What can we learn about our neighborhood?

A. How can we describe the homes in our neighborhood?
   1. What is a home?
   2. How many families usually live in one home?

3. What kinds of houses do we have in our neighborhood?
   a. Do all families live in houses?
   b. What materials are used for different types of houses?
4. Do all people live in the same type of homes that are found in our neighborhood?
5. How can we locate our homes in the neighborhood?

B. What other kinds of buildings can we find in our neighborhood?
1. Are there any places of business?
2. How do business places help our neighborhood?
3. How do churches help a neighborhood?
4. How do government buildings in our neighborhood help us?
5. In what buildings do we find public services?

C. What does our neighborhood have besides homes and buildings?
1. What can we find out about living things in our neighborhood?
   a. What are the different plants growing in our neighborhood?
   b. What plants in our neighborhood supply us with food?
   c. What plants from other neighborhoods supply us with food?
   d. What animals are found in our neighborhood?
   e. What kind of care must we give these animals?
2. How do we travel in our neighborhood?
   a. What are the different ways in which we can travel?
   b. Do we have streets, roads, or paths in our neighborhood?
   c. How is travel in our neighborhood different from travel in other neighborhoods?
3. What means of communication do we have in our neighborhood?
4. What public utilities do we use?

D. How are some neighborhoods different from ours?
1. Do all neighborhoods have people, animals, plants, buildings?

2. Do all neighborhoods have roads or streets, schools, churches, and business places?

E. What are the kinds of jobs in our neighborhood?

F. What do we do for recreation in our neighborhood?

Topic III.

What are other distinguishing characteristics of our neighborhood?

A. How do the physical features in our neighborhood affect the way we live?
   1. How does the soil affect our way of living?
   2. Where do we get our water?
   3. How do creeks, rivers, lakes, and streams help our neighborhood?
   4. How does the weather affect our neighborhood?
      a. How does the weather help determine the types of buildings built in a neighborhood?
      b. How does the weather help produce the types of plants that grow in the neighborhood?
      c. How does weather determine the type of animals that live in the neighborhood?
   5. What physical features help us to have fun in our neighborhood?

B. How do the cultural features in our neighborhood affect the way we live?
   1. How do churches help people?
   2. How do service organizations help people? (Red Cross, YMCA, . . .)
   3. What are the other kinds of schools in our neighborhood?
   4. How do libraries or bookmobiles help us learn?
   5. How are parks and places for recreation used for cultural purposes?

Topic IV.

How is our neighborhood changing?

A. In what ways do people in the neighborhood change?
   1. How do boys and girls change?
   2. How do adults change?
   3. Do the same people always live in the neighborhood?

Developing Skills Through Activities

Develop a meaningful vocabulary for each topic in the unit.

Have children stand on playground facing one direction at a time (north, south, east, and west.) Ask children what they see when they face each way. Record on a group experience chart or by drawing pictures of the views.

Locate and label the directions of north, south, east, and west in the room.

Make simple, pictorial maps of the classroom indicating objects located in the various directions.

Collect road maps, travel folders, road atlases, some map puzzles, a map of the United States, and a map of the city and state.

Discuss what maps show and the purpose of them.

Utilize the "show and tell" time for talking about what the pupils see between home and school. Pictures of their homes and what they see on the way to school could be made to display.

Take numerous walks around the school neighborhood to observe landmarks (a tree, a road sign, a traffic light, a yellow house, etc.). Walk to the children's homes which are in walking distance of the school. Discuss structure of the homes.

Make and utilize a map of the school neighborhood. The teacher would probably need to plan the scale of the map, which might first be oriented out-of-doors so the students may associate streets or roads with both the cultural and physical features. Each child could locate his own home on the map, or add a photograph of it, if space permits.

Plan a display of different kinds of soil and rocks collected by the children.

Plan a model town or neighborhood from boxes, butcher paper, sponges, clothespins, sticks, etc.

With a red dot, locate the pupils' school district on a map of the United States.

Place a red dot on the globe as a symbol for the pupils' school in relation to the world.

Find and exhibit pictures of the neighborhood as it was years ago.

Draw pictures or write stories about how the neighborhood looked many years ago.

Make pictures of modern inventions which helped to change the neighborhood: automobiles, airplanes, telephones, electric lights, movies, radios, and television.

Make a class directory by giving names, addresses, and telephone numbers.

Make number charts showing information about people in the neighborhood.

Interview a member of the safety patrol.

Plan an exhibit to show some of the work done during the study of the unit.

Teaching Techniques

Encourage discussion of current events which are meaningful to the children.

Prepare bulletin boards displaying pictures of the neighborhood. Use thought provoking questions as captions. E.g.: Do you know where this is?

Motivate the unit by placing a map of the neighborhood on the bulletin board.

Show a film or filmstrip of another neighborhood. Compare with your own.

Take well planned walks around the various parts of the neighborhood visiting any historical points.

Invite representative persons in the neighborhood to talk to the class.

Evaluation

The child should show an evidence of:

—a respect for all people in the neighborhood
—an acceptance of others and a feeling of being accepted by others in the neighborhood
—an understanding of how people share with each other and with people in other neighborhoods
—an understanding of how different people live and work together cooperatively in the neighborhood
—a better understanding of the landscape features of the neighborhood
—an increased responsibility for discovering information for himself
—an ability to locate points of interest on a simplified map
—a basic understanding of directions
—an increased curiosity toward the area beyond his own neighborhood

Resource Materials:

(See the General Bibliography for sources to aid in the selection of books, films, filmstrips, recordings, and other teaching materials.)

UNIT TWO
Working in Our Neighborhood

Generalizations:

△ It takes the services of many people to help us live.
△ All families need food, clothing and shelter of some kind.
△ Science and the way we use it, improves our way of life.
△ The way we live is affected by what we have, what we can get, what we want, and what we need.
△ Where we live often determines what we do.
△ Other people affect our lives.

Content

Topic I.

How do some people in our neighborhood earn a living?

A. What people work to supply us with food?
   1. How does the farmer help us?
      a. What foods does the farmer give us?
      b. What must a farmer do to give us foods?
      c. How does the farmer get foods to the city?
      d. Can the farmer supply all his own needs?
      e. Who pays the farmer for his work?
   2. How does the helper in the food factories provide us with food?
      a. What kind of work might this helper do?
      b. Who pays the factory helper?
   3. Where does the grocer get food?
   4. How can a family produce some of their food?

B. How do some people supply and help care for our clothing?
   1. In our neighborhood who helps to supply our clothing?
   2. What places in the neighborhood provide helpers for the care of our clothing?

3. Do these helpers have special training?

C. How do some people help to design, construct and repair homes?
   1. Who plans our houses?
   2. Who builds the houses?
   3. What other workers are needed to help a contractor build a house?
   4. What special training do helpers need in order to build houses?
   5. What materials in our neighborhood could be used to build houses?
   6. What materials from other neighborhoods would be needed to build houses?

D. How do some people safeguard our health?
   1. Who takes care of us when we are ill?
   2. Who helps us get medicine?
   3. Who are the workers at the hospital?
   4. Who helps us care for our teeth?
   5. How do garbage and trash men safeguard our health?
   6. How do restaurant workers safeguard our health?
   7. How can we help to safeguard the health of our friends and neighbors?

E. What people and organizations provide cultural opportunities in our neighborhood?
   1. How do the people in the churches help our neighborhood?
      a. What do the leaders of the church do to help our neighborhood?
      b. What are some of the duties of the church members?
   2. How do some people in the neighborhood provide for our fun?
      a. Who takes care of the amusement places, parks, swimming pools and playgrounds in our neighborhood?
      b. How can we help these people?
   3. What other cultural centers are there in our neighborhood?
      a. Who are some of the people who work in the library, bookmobile, museums, art galleries, etc.?
      b. In what way can these help us?

F. What workers in the neighborhood help to provide transportation and communication?
   1. What are the duties of these people?
   2. How does their work help us?
G. What workers provide services to all people in the neighborhood?
   1. What helpers protect people and private property?
   2. How is mail delivered to people in the neighborhood?
   3. How do some helpers protect our property from fire?
H. What other workers are there?

Topic II.

Do all people in the neighborhood work to earn money?

A. What kind of work in the neighborhood is done without pay?
   1. What work can the members of the family do?
   2. How do neighbors work for one another?
B. What services are donated to the neighborhood?
   1. How do farmers help one another?
   2. How do people in the city help one another?
   3. For what organizations do leaders work without pay?

Topic III.

How are neighborhood workers dependent upon other neighborhoods?

A. What goods and materials do workers use that come from other neighborhoods?
B. What services are provided by other neighborhoods for our workers?
C. Do all workers live in the neighborhood where they work?
D. How do neighborhoods work together to make a community?

UNIT THREE
Improving Ways of Living in Our Neighborhood

Generalizations:

△ Each one of us should try to improve his neighborhood.

△ We need rules for our health and safety.
△ We need to have fun and worth-while things to do.
△ There are many ways of doing things.
△ When we are in a group, we must follow certain rules.

Content

Topic I.

Why should we improve ways of living in our neighborhood?

A. Is our neighborhood a good neighborhood in which to live?
B. Is our neighborhood clean and attractive?
C. Does our neighborhood have places for recreation and fun?
D. What are the characteristics of a good neighbor?
   1. Can we choose our neighbors?
   2. Why do people choose to live in certain neighborhoods?

Topic II.

How can we help to make our neighborhood a better place in which to live?

A. What changes would you make to improve ways of living in our neighborhood?
B. How can we influence others to want to improve ways of living?
C. What must we do to keep the neighborhood clean?
D. What can we do to make our homes and neighborhood attractive?
E. How can we care for our personal belongings?
F. How should we care for our neighbor's personal belongings?

Topic III.

How can we be good citizens in our neighborhood?

A. What are the characteristics of good citizens?
   1. Why do we need to be good citizens?
   2. Are all people good citizens?
   3. How do good citizens work and play?
   4. How can we become good citizens in our homes, schools, and neighborhoods?

B. How can we help other people in the neighborhood?
   1. How should we welcome new neighbors?
      a. How might we help new neighbors on moving day?
      b. What services could we give neighbors?
      c. How can we help new neighbors become better acquainted with the neighborhood?
   2. How might we show our appreciation for the helpers in our neighborhood?
   3. How could we protect our neighbors' plants and animals?

Topic IV.

How can we help to make our neighborhood a safe place in which to live?

A. How can we help at home?
   1. What causes accidents at home?
   2. How can we protect younger children at home?

B. How can we help at school?
   1. What safety rules should we have for the classroom and the playground?
      a. Why do we need these rules?
      b. Who should make these rules?
      c. Who should obey these rules?
   2. What is the purpose of the school safety patrol?
      a. How is the safety patrol selected?
      b. How can we help the school safety patrol?
   3. What are the duties of a school policeman?
   4. Why do we have safety drills?
      a. What rules does the school have for these drills?
      b. What plans do we need to make for these drills when we are in our room? in another part of the building?

C. How can we help in the neighborhood?
   1. What has been provided in the neighborhood for our safety?
      a. What signs give us information?
      b. Who are the safety helpers?
      c. Where are the safe places to play?
      d. Where can we ride bicycles safely?
   2. What is the safest route to and from school?

a. What rules must be observed when walking to school?
b. What rules must be observed when riding a school bus?

UNIT FOUR
Learning About a Neighborhood In Another Country

The geographical area (or culture) chosen for contrast and comparison with ours may be determined by the group making the study. Care should be taken that this area study is not repeated at another grade level.

Generalizations:

△ Where we live affects how we live.
△ People everywhere are more alike than they are different.
△ We get the things we need in different ways.
△ There are different ways of living that are good.
△ When we learn about other people, we understand them better.
△ Some people live in countries which are far away from us.

Content

Topic I.

What can we learn about a neighborhood in another country?

A. How would we travel to visit this neighborhood?
   1. How long would it take us to get there?
   2. Which direction would we go from here?
   3. What kind of clothing would we take?
   4. What might we see on the way?
B. What would we see in this neighborhood?
   1. Does this neighborhood look like ours?
      a. What kind of homes are there?
      b. Are the buildings like ours?
      c. Are there streets, sidewalks, roads, or highways?
      d. Does this neighborhood have shopping centers?
      e. Do they have public utilities like ours?
   2. What kind of soil, plants, and animals could we find there?

a. Are the plants and animals similar to ours?
b. How are the plants and animals different from ours?

3. What type of weather would we find in this neighborhood?
   a. How does the weather influence the kind of clothing that the people wear in this neighborhood?
   b. Does the weather influence the kinds of foods which are eaten by the people in this neighborhood?
   c. How does the weather influence the type of buildings which we might find in this neighborhood?

C. What can we find out about the people in this neighborhood?

1. In what ways are the people in this neighborhood like the people in our neighborhood?
2. Do the people in this neighborhood eat the same kinds of food that we eat in our neighborhood?
3. How could we communicate with the people in this neighborhood?
4. What members of a family live together in a home?
5. How do the people earn a living?
6. How do the people have fun together?
7. How do the boys and girls get an education?
8. How do the people travel in this neighborhood?

D. How can we be good neighbors with the people in this neighborhood?

1. Why should we learn more about our neighbors in this country?
2. How does our daily news help us to learn about a neighborhood in another country?
3. How can we help our neighbors in another country learn more about us?
4. What do we have in our homes that might have come from this neighborhood?
5. In what ways can we show friendliness toward a neighborhood in another country?

E. What holidays are observed in this neighborhood?

1. What holidays do we both celebrate?
2. How are holiday celebrations different in this neighborhood from our neighborhood? Similar?

(See Special Section, pp. 39 & 40, for holidays—and Bibliography for resource materials.)

THIRD GRADE

Theme: Living and Working In Our Own and Other Communities

UNIT ONE

Our Community Past and Present

(The term "community" is defined at third grade level as a group of people living and working together in order to satisfy common needs and to achieve common goals in a region larger than one elementary school attendance area. It may consist of a city, a county, a township, a district, or any other sub-state adjacent area bound by common interests.)

Generalizations:

- △ Each person in our country should have a right to help make decisions.
- △ A responsibility goes with each right which we are given.
- △ While it is important to choose capable leaders, it is also important to offer each person an opportunity to grow and develop.
- △ Our government has laws which a good citizen should follow.
- △ All of us need food, clothing, and shelter. How we get these things depends partly on where we live.
- △ When we are in a group we influence, and are influenced by, other members of the group.
- △ Living today is different than it was long ago.

△ While we are interested in improving the way we live, we should want to help other people improve their lives also.

Contents

Topic I.

What is a community?

A. How can we describe our community?
   1. Where is our community located?
   2. What was this community like long ago?
B. Why are good citizens needed in a community?
   1. Who are the public leaders in our community?
      a. How are they selected?
      b. Why should they be good citizens?
      c. How do good citizens help a community grow?
   2. What do other citizens of the community contribute?
C. How is our community governed?
   1. What public offices are needed?
   2. How does the community get its funds for operation?
   3. Who owns the public buildings?
      (court house, city hall, school, fire station, . .)
D. How can we become good citizens in our community?
   1. How should we care for our property and the property of others?
   2. How can we show pride in our community?
   3. How can we help conserve our public funds?
   4. How do good personal habits help us gain community respect?
E. How does a good citizen serve his community and his fellow-man?
   1. How does he show his loyalty?
   2. Why is it important to be a follower as well as a leader?
   3. What opportunities can we find to extend sympathy and understanding to others?
      (Red Cross, United Fund, . .)
   4. In what ways can we show respect for others?

Topic II.

Who were the first people to live in our community?

(mound builders, Indians . . .)

A. What evidence do we have that they once lived here?
B. How did they provide for their needs?
(food, clothing, shelter, transportation, communications, worship . .)
C. What happened to them?
D. What contribution did they make to our culture?

Topic III.

Who were the early settlers in our community?

A. From where did they come?
B. Why did they choose to settle here?
C. What is here today to remind us of them?

Topic IV.

How does our way of living compare and contrast with that of the early settlers?

A. What problems are involved in providing food?
1. How did early settlers provide food for their families?
(fishing, hunting, farming . . .)
a. How did they prepare or preserve food?
b. What utensils did they use?
2. How is providing and preserving food made easier in our community today?

B. How do homes today contrast and compare with homes of early settlers?
1. How did early settlers build their homes?
a. What materials did they use? Why?
b. How were they furnished?
2. How are our housings and furnishings more comfortable today?

C. How have people provided for clothing needs?
1. How did the early settlers dress?
a. How did they make their clothing?
b. What materials did they use?
c. What difficulties were encountered in providing clothing?
2. Why are the problems of providing clothing different today?
3. How have climate and occupation helped to determine the kind of clothing needed?

D. How have modes of transportation been improved?
   1. How did the early settlers get from place to place?
   2. What inventions and improvements have made transportation faster and easier?
      a. How have these helped our community grow?
      b. What other changes have been brought about because of improved modes of transportation?

E. How does communication affect ways of living?
   1. What means of communication did the early settlers use?
      a. How did this determine their way of living?
      b. Why was there a need for better communication?
   2. What means of communication do we use in our community?
   3. How has today's means of communication enriched our way of living?

F. How have community helpers and services changed?
   1. To whom did the early settlers turn for help?
      (neighbor, circuit rider, circuit judge, peddler, . .)
   2. How does our community provide better services and facilities today?
      (churches, schools, hospitals, shopping centers, public utilities, . .)

UNIT TWO

Other Communities in Our World

(An example of a developed unit)

Introduction:

After a study of our community, past and present, the child is ready to extend his understanding of, and appreciation for, the culture of another geographical area. By comparing and contrasting two communities, he begins to understand that all people have the same basic needs.

The geographical area or culture chosen for contrast and comparison with ours may be determined by the group making the study. Care should be taken that this area study is not repeated at another grade level.

Objectives:

—to create interest and develop an appreciation of another community in the world by studying the people and their ways of living.

—to help children increase their understanding of distance and of relative location

—to learn that the differences in communities might stem from the variability of climate, topography, natural resources, or the customs and beliefs of the people

—to begin to understand that the children in another community in the world have the same basic needs as the children of our community

Generalizations:

△ Where we live has some effect on how we live.

△ How we live has an effect on the way we use our natural resources.

△ Man, within the scope of his environment, must seek food, clothing, shelter, and other material needs.

△ We get the things we need in different ways.

△ When we move we take many of our customs with us.

△ There are many ways we share ideas with one another.

△ There are many people who help us learn.

Content

Topic I.

What can we learn about this community?

A. Where is this community in relation to our community?
   1. What direction would we go to get there?
   2. What means of transportation could we use?
   3. How long would it take us to get there?

B. In what ways are the physical features similar to and different from ours?
   1. What is the topography?
      (mountains, hills, plains, oceans, rivers or lakes, . .)
   2. What type of climate prevails?

C. What are the natural resources?
   1. How do they use their natural resources?
   2. How do these resources contribute to their economy?

Topic II.

A. How does this community provide food?

1. What foods does it grow?
2. How do the people prepare and preserve food?
3. What foods does the community import?

B. What types of homes and other buildings are found in this community?
   1. What determines the types of materials used? (climate, availability, economy, . .)
   2. What influences the type of architecture?
   3. What kinds of furnishings are used?
   4. Why is the style of architecture changing? (availability of materials, mobility of people, technological changes, . .)

C. What kind of clothing is worn in this community?
   1. Is most of the clothing factory made or homemade?
   2. What native materials are used?
   3. How has the style of clothing been influenced by changing times?

D. How are people and goods transported in this community?
   1. Are the means of transportation changing? Why?
   2. How does this compare or contrast with our community?
   3. What effect does transportation have upon the economy of the community?

E. Why are good communications important to this community?
   1. What means of communication are used in this community?
      a. What language is spoken?
      b. How does this community learn about daily happenings? (radio, newspapers, television, . .)
      c. What other forms of communication are available?
   2. Has modern communication changed this community?

F. What are the cultural influences in this community?
   1. How do the people worship?
      a. How have their beliefs influenced the way they live?
      b. Can the people worship as they please?
   2. How does the community provide for the education of the people?

a. Are schools available for all people?
b. What training is necessary to meet the needs of the society? (trade, tribal customs, military, . .)
c. How is education in this community similar to or different from our community?

3. How does the community provide for its recreation?

G. In what other ways does the community provide for the needs of its people?
1. What provision is made for the health and safety of the people?
2. What public utilities are available?

H. How do plant and animal life differ from our community?

Developing Skills Through Activities

Locate the community on the map and globe.

Make a mural showing the modes of transportation in two different communities.

Take an imaginary trip from our community to the community being studied. Discuss how we might travel and what we might see on the way.

Make a "Communications Book" including the reports, stories, pictures, and poems developed by the class. Exchange these books with children of the community being studied.

Divide class into two groups representing our community and the community being studied. Let each group write stories, poems, or make pictures of the community represented.

Take a field trip to a near-by industry to see first-hand how raw materials from our community are turned into products to be used by the community being studied.

Exhibit pictures or objects obtained from the community being studied.

Encourage the discussion of current events which are meaningful to the unit.

Teaching Techniques

Use an exhibit of pictures or objects obtained from the community being studied to arouse interest.

Show films or filmstrips of the community chosen for comparison to motivate or introduce the study.

Acquaint the child with another community by inviting a person who has visited there to give first hand information through a travelog or discussion.

Set up a display of books to encourage the child in further study of the selected community.

Encourage correspondence with children in the community studied.

Use committees to plan and arrange an exchange of stories, pictures, poems, slides, records, or tape recordings with another community.

Develop a meaningful vocabulary for this area study.

Stimulate added interest by using bulletin board facilities.

Play records and sing songs which might be typical of the community.

Dramatize incidents that might happen in the community.

Direct the children to write for free and inexpensive materials pertaining to this community.

Encourage discussion of current events which are meaningful to the children.

Evaluation

—has the unit helped to develop map and globe skills?

—does the child understand that all communities do not have the same topography, climate, and natural resources?

—does he recognize the fact that all people have the same basic needs but the needs are not provided for in the same manner?

—does he understand that all people use various media to express ideas?

—does he understand that people in different communities satisfy aesthetic feelings and spiritual needs in various ways?

—has he developed an empathy for other people's belief and customs?

—is the child improving in his ability to draw accurate conclusions and make inferences?

Resource Materials:

(See the General Bibliography for sources to aid in the selection of books, films, filmstrips, recordings, and other teaching materials)

UNIT THREE

Our Interdependence with Other Communities

Generalizations:

- △ While we are interested in improving the way we live, we should want to help other people improve the way they live.
- △ We cannot always have everything we want.
- △ Goods are produced depending on what people want and the materials that are available.
- △ Each of us can help in some way.
- △ We can do more work if we are in good health.
- △ There are many ways we can share ideas with one another.
- △ The development of our country has been influenced by its climate, its topography, and by its resources.
- △ The way we live is influenced by where we live.

Content

Topic I.

How do farmers in our community and those in other communities help us to live?

A. What do the farms in our community produce?
B. How are the farm products made available to all people?
C. What farm products must be get from other communities?
D. What kind of employment can we find on a farm?
E. How does the farmer market his products?

Topic II.

How do business and industry in our community serve us and other communities?

A. What are the industries and businesses in our community?
   1. What goods and services do they produce?
   2. Where do industries get their raw material?
B. How do these businesses and industries help the community?

1. What contributions do they make to the community?
2. What responsibilities do citizens of the community have toward these businesses and industries?

C. Why do the businesses and industries exchange goods and services with other communities?

Topic III.

How do our natural resources serve our community and other communities?

A. What are the natural resources of our community?
   1. How have they influenced the growth of our community?
   2. How can we conserve these natural resources?

B. How are the natural resources used by our community?

C. How are our natural resources used by other communities?

D. Why do communities find it useful to settle where natural resources are plentiful?

Testing and Evaluation

Evaluation is a gathering of evidence to measure the extent to which social studies goals have been achieved by teacher and children. Evaluation is a continuous process and is carried on throughout all social studies teaching-learning experiences in each unit. Evaluation is cooperative as children and teacher work together daily to appraise aspects of the work. Evaluation is both formal and informal ranging from standardized tests to observational techniques. Evaluation requires that the teacher consider the interests, background, needs and abilities of the child as social growth is measured.

Multiple learnings are evaluated:

1. Achievement of social studies knowledge and generalizations,
2. Development of attitudes, appreciations and social behavioral relationships,
3. Development of reflective thinking in problem solving, and
4. Growth in use of social studies skills.

Evaluation of Achievement in Knowledge and Generalizations:

Standardized tests
Oral quiz
Individual reports
Formal presentation of a group
Group discussion
Check list
Teacher-made tests:
Multiple choice
Completion
Matching
Alternative response
Essay

Evaluation of Development of Attitudes, Appreciations and Social Behavioral Relationships:

Observation
Anecdotal records and recordings
Children's autobiographies, diaries and logs
Individual interviews with children and parents
Check lists and rating scales
Questionnaires
Sociograms
Projection Techniques
Interest and leisure time inventories
Dramatic Play
Pupil-teacher evaluation of cooperative standards of acceptable social behavior

Evaluation of Development of Reflective Thinking in Problem Solving:

Observation and notation of how children:
Interpret maps, globes, charts and pictures
Select and use various sources of informaiton
Recognize, identify and define a problem
Organize a method of solution for a problem
Draw inferences and apply conceptual learnings to specific situations
Standardized and teacher-made tests
Oral and written reports
Group discussion

Evaluation in Growth in Use of Social Studies Skills:

Observation
Testing
Self-evaluation

Bibliography

Sources to aid in the selection of teaching materials for the social studies

Books—Pamphlets

Adventuring with books, National Council of Teachers of English, 508 South Sixth St., Champaign, Illinois 75c

A bibliography of books for kindergarten through the sixth grade, grouped under broad subject headings.

Allen, Patricia, *Best books for children*, 1963 ed. Library Journal, R. R. Bowker Co., 62 West 45th St., New York 36, N. Y. $3.00

An annotated list of over 3000 children's books. This is arranged according to subject groupings, and includes current purchase information.

A basic book collection for elementary grades 7th edition, American Library Association, 59 East Huron St., Chicago 11, Illinois 1960 $2.00

A selective list of books for an elementary library.

Useful in suggesting materials for all areas of the curriculum.

A bibliography of books for children Bulletin #37, Association for Childhood Education International, 3615 Wisconsin Ave., N. W., Washington 16, D. C. 1962 $1.50

This publication is accurate and up-to-date. Purchase information is given, and also a brief review of the books listed.

Children's Catalog, 10th edition, 1961, 1962, 1963 supplements. H. W. Wilson Company, 950 University Ave., New York 52, N. Y. 1961 12.00

A basic guide in children's book selection. Lists books recommended for purchase for libraries. Publisher, price, grading and brief annotations are included.

Eaken, Mary K., *Subject index to books for intermediate grades* 3rd ed., American Library Association, 50 East Huron St., Chicago 11, Illinois $7.50

Index to curriculum material for grades 4-8

Eakin, Mary K., *Subject index to books for primary grades* 2nd ed. American Library Association, 50 East Huron St., Chicago 11, Illinois $4.50

An index to trade and text books for Kg-3. Materials for all areas of the curriculum are included.

Free and inexpensive learning materials 10th ed., Peabody College, Nashville, Tennessee, 1960 $1.50

This is a very useful list of resource publications available for teachers and librarians

Guide to free curriculum materials and Guide to free films, Educators Progress Service, Randolph, Wisconsin $8.00 each

Source index to free materials useful in all areas of the curriculum.

Huck, Charlotte S., *Children's literature in the elementary school.* Holt, Rinehart and Winston, Inc. 383 Madison Ave., New York 17, N. Y. 1961 $6.75

Huus, Helen, *Children's books to enrich the social studies for the elementary grades.* (Bulletin 32) National Council for the Social Studies, 1201 Sixteenth St., N. W., Washington 6, D. C. 1961 $2.50

This is an annotated, graded bibliography of books to help make "social studies vivid and exciting for children."

Kenworthy, Leonard S., World Affairs Guides:

The World, selected resources

Studying South America in elementary and secondary schools

Studying Africa in elementary and secondary schools

Studying the Middle East in elementary and secondary schools

Teachers College, Columbia University, New York, N. Y. $1.00 each

These are resource pamphlets to help teachers to locate and evaluate materials. Included are listings about books, maps, charts, films, filmstrips, and recordings.

Larrick, Nancy, *A teacher's guide to children's books.* Charles E. Merrill Books, Inc. Columbus, Ohio 1960 $4.50

A comprehensive guide to the use of children's books with all areas of the curriculum. Chapter 10 is concerned with the Social Studies. Contains bibliographies.

Tooze, Ruth, *Literature and music as resources for Social Studies.* Prentice-Hall, Inc., Englewood Cliffs, N. J. 1955 $5.75

A guide to the use of poetry, music, and stories as resources for the child's understanding of facts and information. Contains many bibliographies.

Periodicals

Booklist and Subscription Books Bulletin, American Library Association 50 E. Huron St., Chicago 11, Illinois. $6.00 per year.

A standard book-selection aid containing critical reviews of new books for adults and children.

Bulletin of the Center for Children's Books, Graduate Library School, University of Chicago, 5750 Ellis Ave., Chicago 37, Illinois. $4.50 per year.

Critical reviews of new children's books.

Childhood Education, Association for Childhood Education International, 3615 Wisconsin Ave., N.W., Washington 16, D. C. $4.50 per year.

This journal contains reviews of new children's books, and also professional books for the teacher.

Children's and Young People's Libraries, Library Journal, R. R. Bowker Co., 62 W. 45th St., New York 36, N. Y. $3.50 per year.

Announcements and reviews of new juvenile books.

Elementary English, National Council of Teacher of English, 508 South Sixth St., Champaign, Illinois $5.00 per year.

"Books for Children" is a regular feature of the magazine. It also calls attention to books for the teacher.

Grade Teacher, Grade Teacher, 23 Leroy Ave., Darien, Conn. $5.00 per year.

This magazine for teachers has a section of reviews of new books for children and for teachers. It also has a review section of new film, filmstrips, and recordings.

Horn Book Magazine, Horn Book, Inc., 585 Boylston St., Boston 16, Mass. $5.00 per year.

A magazine devoted entirely to literature for children.
Excellent critical reviews of new books.

The Instructor, F. A. Owen Publishing Co., Instructor Park, Dansville, New York $6.00 per year.

This magazine contains reviews of books for teachers and children, textbooks, filmstrips, and other new material.

Films

Encyclopædia Britannica Films, Inc.
Wilmette
Illinois
Eye Gate House, Inc.
14601 Archer Avenue
Jamaica 35, New York
Filmstrip House
15 West 46th Street
New York 36, New York
Long Filmslide Service
7505 Fairmount Avenue
El Cerrito 8, California
McGraw-Hill Book Company, Inc.
Text-Film Department
330 West 42nd Street
New York 36, New York
New York Times
School Service Department
229 West 43rd Street
New York 18, New York
Jam Handy Organization
2821 East Grand Boulevard
Detroit 11, Michigan
Life Magazine Filmstrips
9 Rockefeller Plaza
New York, New York
Row, Peterson & Company
1911 Ridge Avenue
Evanston, Illinois
Society for Visual Education
1345 West Diversy Parkway
Chicago 14, Illinois

Educational Films

Coronet Films
65 East South Water Street
Chicago, Illinois
Bailey Films, Inc.
6509 DeLongpre Avenue
Hollywood 28, California
Encyclopædia Britannica Films, Inc.
1150 Wilmette Avenue
Wilmette, Illinois
Jam Handy Organization
2821 East Grand Boulevard
Detroit, Michigan
McGraw-Hill Book Company, Inc.
Text-Film Department
330 West 42nd Street
New York 36, New York

Records

Educational Audiovisual, Inc.
29 Marble Avenue
Pleasantville, New York
Children's Record Guild
27 Thompson Street
New York 13, New York

Educational Records Sales
157 Chambers Street
New York 7, New York

Children's Reading Service
1078 St. John's Place
Brooklyn 13, New York

Harcourt, Brace & World, Inc.
750 Third Avenue
New York 17, New York

RCA Victor Division
Radio Corporation of America
Educational Services
Camden, New Jersey

Tapes

National Tape Repository
University of Colorado
Boulder, Colorado

Film Rentals

Audiovisual Center
Indiana University
Bloomington, Indiana

Audiovisual Center
Indiana State University
Terre Haute, Indiana

Audiovisual Center
Purdue University
West Lafayette, Indiana

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